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ABSTRACT

The Wingspread conference was convened by the National Committee on United States-China Relations, Inc. and the Asia Society to consider how universities and centers for East Asian studies might make knowledge of Asian affairs more available. The intended audiences were secondary schools, the business community, persons interested in world affairs as part of their continuing education as responsible citizens, and the public information media. Representatives of 21 universities met at Wingspread, the education conference center of The Johnson Foundation, to discuss an array of choices relating to outreach. Such outreach methods may include teacher-student relationships, publishing, exhibits, cultural presentations, community forums, use of the electronic media, cooperation with organizations and institutions, or merely people talking to people. The university's role and opportunities were explored, along with case studies in university-community linkages, goals for the future, guidelines, and financial support. (LBH)

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WINGSPREAD® REPORT

Attachment 3 to 1015

UNIVERSITY OUTREACH PROGRAMS ON EAST ASIA: LINKS WITH SCHOOL AND COMMUNITY

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HE 008 304

WINGSPREAD

THE JOHNSON FOUNDATION

UNIVERSITY OUTREACH PROGRAMS ON EAST ASIA:
LINKAGES WITH SCHOOL AND COMMUNITY

Wingspread Conference

sponsored by

The China Council of The Asia Society

and

The National Committee on United States-China Relations

in cooperation with

The United States Office of Education's

International Studies Branch

and

The Johnson Foundation

September, 1975

Co-Chairmen: Douglas P. Murray
Robert B. Oxnam

Report Prepared by:
Robert B. Oxnam

PREFACE

The Johnson Foundation was pleased to cooperate in convening the Wingspread conference on:

UNIVERSITY OUTREACH PROGRAMS ON EAST ASIA:
LINKAGES WITH SCHOOL AND COMMUNITY

The conference was convened by the National Committee on United States-China Relations, Inc. and The Asia Society, in cooperation with the International Studies Branch of the United States Office of Education and The Johnson Foundation.

Participants met to consider how universities and centers for East Asian studies might make available to a greater extent knowledge of Asian affairs. The audiences which were in mind included secondary schools, the business community, persons interested in world affairs as part of their continuing education as responsible citizens, and the public information media.

"Outreach" means going beyond an immediate constituency to share with others. It may take many forms - teacher-student relationships, publishing, exhibits, cultural presentations, community forums, use of the electronic media, cooperation with organizations and institutions, people talking to people. Limits to outreach seem to be principally those of time, energy, imagination and funds. Outreach, therefore, calls for skills and for thoughtful decisions. It calls, too, for awareness of needs and opportunities, of what merits sharing, of well-considered priorities. There is no place for dissemination of information for which there is no apparent audience, or by means which prompt the potential audience simply to turn off interest.

University centers face, therefore, an array of choices relating to outreach:

- What knowledge about Asia is sufficiently in the national interest to be shared beyond the university, and with whom?
- How can broader distribution be carried out effectively?
- What resources can and should be dedicated to this purpose?
- What organizations are prepared to cooperate in various projects?
- What groups that have not been exposed should be reached, for example, disadvantaged and minority groups?
- What priority does a university give to this type of service to community and society?

To probe these questions and issues, representatives of 21 universities met at Wingspread, the educational conference center of The Johnson Foundation, with representatives of the Division of International Education of the United States Office of Education, secondary schools, the convening organizations, and the National Endowment for the Humanities.

The report that follows has been prepared by Robert B. Oxnam, Program Director of The Asia Society's China Council. We are indebted to him for carrying out this reporting task so well. The report describes the discussions and is made available in the spirit of the conference, to reach out and engage the interest of those who were not present.

Sincerely yours,

Leslie Paffrath
President
The Johnson Foundation

TABLE OF CONTENTS

	Page
Background on University Outreach Programs Conference	1
The University's Role and Opportunities	3
What Exists? Case Studies in University-Community Linkages	7
What Goals for the Future?	11
What Guidelines and Financial Support?	16
Letter from Donald N. Bigelow, Chief International Studies Branch, Division of International Education, United States Department of Education	19
Appendix I - 1976-79 NDEA Center Guidelines	21
Appendix II - Organizations Involved in University-Based Outreach	22
Appendix III - Statewide Approaches to Change in International/Intercultural Education	26
Appendix IV - The China Council of The Asia Society	28
List of Participants in the Wingspread Conference	30
Outreach from The Johnson Foundation	34

"Most conferences claim to be unique by promising all sorts of concrete plans for action. This conference is unique in that it promises no such concrete results. Instead it provides an occasion for sharing information, ideas, and concerns about the university's role in school and community education on East Asia."

That candid note from the chair opened the Wingspread Conference on University Outreach Programs. The Conference brought together a diverse group of educators, representing a variety of perspectives and expertise. Among the participants were school teachers interested in materials on Asian Studies, directors of the East Asian university centers receiving National Defense Education Act (NDEA) support, program personnel from university-based outreach programs, and representatives from the United States Office of Education and the National Endowment for the Humanities. The agenda generated a wide array of useful ideas and insights and provides the basic structure for this report.

BACKGROUND ON UNIVERSITY OUTREACH PROGRAMS CONFERENCE

The Wingspread Conference was convened by the National Committee on United States-China Relations and The Asia Society. The National Committee, which in 1972 had sponsored a seminal Wingspread Conference on "China in the Schools" and subsequently sponsored the Bay Area China Education Project, recently decided to phase out its public education program in order to concentrate on cultural exchanges with the People's Republic of China. In June 1975, The Asia Society began to build a new national education program on China under the auspices of its China Council. This gathering, therefore, was able to consider the legacy of the National Committee's educational efforts, while suggesting new directions

for the China Council, as well as for individual university programs and the Office of Education.

The United States Office of Education (whose International Studies Branch administers the NDEA grants) and The Johnson Foundation were cooperating agencies whose support made the Conference possible.

Several trends and events of the past decade set the context for this meeting. The growing public interest in East Asian affairs, stimulated primarily by the Vietnam War and the rapprochement with China, has prompted a widespread demand for educational materials and programs among pre-collegiate educators, national and state educational organizations, and world affairs associations. At the same time, with an infusion of support from private foundations and government sources, the number of East Asian specialists expanded rapidly, and their research and writing began to capture the attention of scholars in other fields and of the wider public. The 1960s also witnessed the evolution of several non-university educational organizations concerned with the dissemination of information and views beyond the higher education community -- among them the National Committee on United States-China Relations, The Asia Society, and the Committee of Concerned Asian Scholars, to name but a few.

In the 1970s public concern about Asia continued to accelerate, prompting greater attention in the university community to meeting the rising demand for what was called "outreach." Public pressures coincided with internal dilemmas in academic East Asian centers over funding their programs and finding employment opportunities for graduates. Such conflicting pressures have raised serious questions about the capacity of scholars to meet these new demands and the "proper" role of university scholars. In recent years numerous conferences have focused on such questions, sponsored by

the Association of Asian Studies, the Office of Education, the Lilly Endowment, the American Council of Learned Societies, the Social Science Research Council, and The Johnson Foundation.

Since the inauguration of the National Committee's university field staff program in 1968, several university-based Asian Studies outreach programs developed across the country (though few managed sustained growth over the years). Most conferences have primarily involved persons active in such programs, and have concentrated on program development and funding. Funding sources, particularly the Office of Education and National Endowment for the Humanities, have demonstrated support for these outreach ventures. Yet it has become increasingly clear that East Asian scholars themselves differ sharply about the value and importance of "outreach" activities given the many competing demands on their own time and the resources of their institution. The Wingspread Conference, therefore, grew out of the need to air these basic issues in an open forum comprised of representatives from all groups directly concerned -- universities, schools, community organizations, funding agencies, and outreach programs. The gathering sought to have an open mind in its discussions, while heeding Marion Levy's admonition "to avoid having a mind so open that the wind blows through."

THE UNIVERSITY'S ROLE AND OPPORTUNITIES

From the outset, participants indicated uneasiness about the term "outreach" -- feeling that it implies a "one-way street" of communication from the universities to the schools and community, that it overlooks the expertise that school teachers and public affairs leaders bring to educational activities, and that it fails to indicate the benefits which accrue to universities involved in extramural education (the "inreach factor," in

the words of one participant). "Resource sharing" seemed more accurately to reflect the cooperative, mutually beneficial links that can develop between institutions of higher education, schools, and community organizations. Nevertheless, the Conference lived with the term "outreach" as a practical code word in considering several basic questions about education on East Asia.

- What are the justifications for outreach efforts in terms of the internal operations of the university community?
- What are the actual needs of surrounding communities, particularly in secondary education where the demand has been the strongest?
- What roles can and should the university plan in the consideration of foreign affairs by American citizens?

In an opening statement, F. Tomasson Jannuzi (Director of the Center for Asian Studies, University of Texas) argued with both candor and humor that the most frequently cited reasons for outreach, "to get federal grants and to assume some kind of moral responsibility for the masses of people who lack our superior understanding of world problems," were insufficient justifications. He suggested four deeper and more satisfying reasons.

- First, such programs require interdisciplinary collaboration among language and area studies specialists, thus stimulating new insights based on faculty interaction.
- Second, outreach can produce new relationships between area studies specialists and other segments of the university community such as schools of education and university publishing houses.
- Third, public education efforts help to elicit local support for strengthening university language and area studies programs.
- Finally, outreach increases interest in area studies among pre-collegiate students, thus producing a larger and better informed base for college and graduate enrollments.

A fifth reason, added by another participant, was based on the premise that university faculty are "experts in a field of knowledge, in research and in advanced level teaching, but not necessarily in communicating their ideas to widen publics." Outreach programs thus can serve a dual function: prompting professors to develop their communication skills, while assisting in the wider dissemination of their ideas and expertise.

Presenting another basic rationale, Jerry Gutman stressed the widespread and growing demand for outreach programs among secondary school teachers. Such programs can provide in-service training for social studies teachers who now are often required to offer courses related to East Asian history, culture, and contemporary affairs. Such programs can also introduce teaching methods applicable to other non-Western cultures, including comparative approaches and examination of stereotypes. Furthermore, secondary school teachers find that opportunities for interchange with scholars keep them in touch with new developments in the field. Gutman's arguments were underscored by several teachers present, one of whom noted "the enormous and obvious need for university assistance in teaching East Asian studies at the secondary school level. We hope the scholars and the government will recognize this and act."

Donald Bigelow, Chief of the Office of Education's International Studies Branch, offered reflections on both sides of the outreach equation: the scholars and the various American publics. He began with the chastening reminder that the Century Dictionary offers as one definition of outreach: "to overreach, deceive, or cheat." Hoping to rid us of that definition, Bigelow placed the question in historical and philosophical context.

Area studies "centers" emerged out of the desperate need for special-

ists that became apparent in World War II, and the NDEA centers were created to develop experts in areas of concern for "national defense." The center concept enabled universities to obtain federal subsidies, while training scholars who could bring East Asian studies into a more prominent position in American intellectual life. During the 1960s and 1970s, public interest in Asian affairs expanded greatly, and the Office of Education increased its commitment to public education through NDEA Title VI funding. With the subsequent emergency of pilot outreach projects at several university outreach centers, Bigelow argued that the time has come to assess what resources exist and to outline goals for the future. He was not "calling for a change in the basic aims of the university, but rather for greater imagination and a broadening of definitions." He noted that in spite of the concern for "minority studies" in recent years, the university has remained in relative stasis and has caused no real change in American society. Citing Congressman John Brademas' contention that "the university has not helped me at all as a legislator," Bigelow wondered how much overall impact has come from the more than $200 million expended on language and area studies. He hoped that the universities would address themselves to the general educational needs of the country and overcome the "pervasive specialism" of area studies programs.

These three inter-related arguments, supporting an increased commitment to outreach efforts, spurred consideration of other general questions of rationale. One observer wondered how well equipped universities are to perform so many different services, particularly since the East Asian Studies Centers have considerable difficulty in meeting the needs of their own students. Another felt that universities should combine enthusiasm and care when it came to outreach -- he cited Robert Nisbet's injunction that

"we must offer more to society, and yet not delude ourselves about what we can offer, we have no panaceas."

Several participants observed that there are deep social and moral incentives for outreach programs:

"We need a strong sense of conviction in order to broadcast expertise as widely as possible."

"There is a strong missionary impulse behind outreach. We want to work with various American publics to see what makes other cultures tick, and we have a great deal to offer to this quest for information and insights."

There was general agreement that the "market" for outreach is broad -- including not only the schools but also world affairs organizations, public affairs groups, businesspeople, and journalists -- and that Americans still remain woefully ignorant when it comes to Asian affairs.

From this discussion, the Conference logically moved to the two major questions raised by Bigelow:

- "What exists" presently in terms of outreach programs?
- What "goals for the future" should be set in terms of community interest, faculty participation, program staffing, and funding?

WHAT EXISTS? CASE STUDIES IN UNIVERSITY-COMMUNITY LINKAGES

In their opening remarks, the co-chairmen observed that each NDEA East Asian Studies Center participating in the Wingspread Conference had submitted written descriptions of its current outreach activities and plans (available in summary form from The China Council or from the individual institutions listed in Appendix II). These descriptions were of three kinds, each implying its own definition of "outreach":

1. a relatively narrow definition which focuses on teaching and publishing, while reaching outside the university through graduate students and a variety of readership;

2. programs which stimulate intra-university cooperation among different departments and inter-university collaboration among two or more institutions of higher learning;

3. educational efforts aimed at schools, community groups, and public audiences beyond the more traditional scope of university programs.

Focusing primarily on the third definition, Conference participants reviewed three existing programs attached to university East Asian Studies Centers. These programs were selected as illustrations, from the many represented at the Conference, because each represented a distinct model for outreach activities.

The University of Washington's East Asian Resource Center, described by Linda Cheever, relies primarily on NDEA funds and other University resources to provide curriculum materials and in-service training for teachers, programs for the adult public in the Seattle area, assistance in the development of a cultural center for the Chinese-American community, and scholarly activities and conferences within the University itself.

The University of Michigan's Project in Asian Studies in Education (PASE), described by Michael Fonte, has mixed funding from the University, the National Endowment for the Humanities, and from secondary school systems, and works primarily with teachers on curriculum development and pedagogical methods in the hope that the schools themselves will become "mini-resource centers."

The Berkeley-Stanford Bay Area China Education Project (BAYCEP), described by David Grossman, depends largely on outside funding from the National Endowment for the Humanities, the National Committee on United States-China Relations, and local foundations, in addition to modest NDEA center support; it places heavy emphasis on training graduate students as project associates, and works primarily with secondary school teachers and

school systems (developing curriculum guides, teaching units, and teacher training institutes).

While indicating a variety of possible models for outreach programs, these case studies also underscored some common themes important to future activities.

- First, their impact and continuity is due to the fact that these are institutionalized programs: they have salaried staffs of varying size which combine expertise in Asian studies with expertise in relating to schools and community organizations. All were created specifically to counteract the lack of continuity and consistency of ad hoc efforts from the university community.

- Second, they have shown considerable flexibility in addressing themselves to the needs and interests of their particular region, and some have begun to move beyond the obvious demand from secondary schools to generating programs for public affairs organizations, businesspeople, and ethnic groups.

- Third, given the employment problems facing graduate students, these programs provide selected students with a new combination of practical experience in teaching and public education and scholarly training in East Asian Studies. Outreach thus gives graduate students new skills in communicating their ideas, while offering greater experience to prospective employers.

- Fourth, existing programs have made substantial contributions to the university centers which house them. They have organized both regular and special events, including seminars and presentations at major conferences such as regional Association for Asian Studies meetings. They have offered courses for credit in teaching about Asian affairs which have attracted graduate students as well as secondary school teachers. And they have sponsored joint programs between East Asian Centers and other university schools -- the connection with schools of education has proved valuable in many cases, and one major program (the University of Missouri's "Asia Resource Center") has been established under the auspices of an Extension Division.

- Finally, the most successful programs have heavily tapped the financial and faculty resources of the "parent institution" (usually a university center for Asian studies), and have relied on the services of an advisory council consisting of faculty, pre-collegiate teachers, school administrators, and other community leaders.

Several problem areas emerged from the discussions of these outreach models. It is evident that outreach programs are just beginning to explore target constituencies other than schools, and several important American publics (e.g. inner city residents and blue collar workers) have hardly been touched. Similarly, the American media, whose coverage of Asia has always been spotty and whose interest in Asian affairs seems to be waning in this post-Vietnam era, can benefit from timely and accurate information provided by experts in the field. Furthermore, outreach programs have tended to focus on the themes of apparent moment and interest to Americans -- the social and economic accomplishments of the People's Republic of China, the art and literature of Japan, or American military involvement in Southeast Asia. Other equally significant themes have not received appropriate treatment: developments in contemporary Japanese life and society, historical legacies of Asian traditions, and the importance of smaller but pivotal countries like Korea. These problem areas suggested to some participants the need for greater communication and coordination among present and future outreach programs. A national network to coordinate outreach activities could prevent duplication of efforts, give wider dissemination to high-quality materials and programs, provide useful guidance to new programs, and permit a more coherent effort to address important themes to American understanding of Asian affairs.

A viewing of two films about China (the CBS production "Misunderstand-

ing China" and the PRC production "The Red Flag Canal"), both of which have been used in American classrooms, illustrated the issue of finding suitable materials for non-specialist audiences and the benefits of collaboration between scholars and teachers in outreach ventures. In reviewing the films, the pre-collegiate educators raised important questions about the relationship between cognitive and affective learning, about verbal versus visual communication, and about the need for supporting materials and special teaching techniques. The scholars and the teachers explored some basic themes raised by these films, and the difficult question of teaching about topics which are politically controversial. A representative from the New York State Education Department noted that, when they developed curriculum materials around "The Red Flag Canal," some scholars were involved, but more expert commentary would have been very helpful in giving a factual context in which to interpret the film. An interesting possibility for a comparative approach was the suggestion that "these Chinese films give the best illustration for the Protestant Ethic I have ever seen." In short, the films illustrated the value of sharing expertise and perspectives, which is, or should be, at the heart of outreach efforts.

WHAT GOALS FOR THE FUTURE?

After pondering various rationales for outreach activities and considering a range of existing programs, the Conference participants reviewed several questions around the general theme of "where do we go from here?" How can Asian education programs reach out to new audiences? How can one deal with the ticklish dilemmas concerning faculty interest and participation in outreach activities? What can we suggest about the staffing and organization of future outreach programs? And inevitably, where

can we find the financial resources for such ventures?

AUDIENCES. There seemed to be a consensus that there will be a continuing demand for services and materials from American secondary and elementary schools and community colleges as well. Indeed, teachers and outreach program personnel agreed, we have just begun to touch on the possibilities in the education establishment. At present, the most successful efforts have occurred in the few states which have a forthright commitment to international studies (see Appendix III citing studies about state programs in international studies) and in the regions immediately proximate to the existing outreach centers. There is an obvious need for greater coordination among the various levels involved: the school systems, state boards of education, university Asian Studies centers, outreach programs, and national educational associations. One participant observed the need to "know the existing educational structures very well, so that one can exert the right pressures at the appropriate times. For instance, the entire textbook selection process is crucial to what and how American schoolchildren learn about Asia, and yet it requires an insider's knowledge to penetrate that process." (The Asia Society's recently completed evaluation of 300 currently used social studies textbooks will be available on request in Spring 1976.)

In considering other possible audiences, another participant echoed the need to combine "the missionary's sense of aggressiveness with the politician's sense of the possible." Public affairs and world affairs organizations provide important, well-organized, and very receptive vehicles for adult education about Asian affairs. The business community offers other possibilities as American commercial ties with Asia continue to grow in spite of the fluctuations in United States foreign policy. The media, on the other hand, provide enormous access to American audiences, but are

subject to the constraints of time, the ups-and-downs of American policy, and the changes in perceived public interests. Nevertheless, outreach programs can have substantial impact on media coverage through briefings keyed to specific news events, and through ongoing seminars and conferences for journalists and editors. Other possibilities exist in labor organizations, minority group organizations, inner city schools, and the rural community -- in all these cases, outreach programs will have to work with care and sensitivity, finding issues and materials that introduce Asian affairs in an engaging and often comparative framework.

FACULTY INTEREST AND INVOLVEMENT. While there is no question about a continuing demand for outreach programs in terms of potential audiences, there are substantial difficulties in meeting this demand given the finite resources of Asian Studies faculty and programs. In this era of financial crisis, faculty naturally give high priority to the preservation of "core programs" (i.e. graduate and undergraduate teaching, research activities, and library collections). And yet, as the discussions of various programs made abundantly clear, many Asian Studies faculty have responded to the growing public interest in their field by providing libraries and other facilities to non-university groups. Several participants observed that the university "rewards system" seldom entices experts to engage in such ventures; nevertheless, many faculty seem to be working overtime these days, adding outreach activities to their busy schedules of teaching, researching, and advising. Unfortunately, as many Conference participants cited from personal experiences, there are great problems inherent in this approach which relies on overworked faculty and ad hoc efforts. Although no one had a solution to the workload issue, several concrete suggestions emerged on how to give greater coordination and im-

pact to outreach activities.

OUTREACH PROGRAM STAFFING AND STRUCTURE. A number of individuals, including teachers, program directors, and center directors, felt that the single most important step would be an increase in institutionalized outreach programs to replace the proliferation of fragmented, limited-audience performances. Such an approach offers a number of important benefits. First, it facilitates coordination between the core program and outreach efforts along the lines suggested by Tom Jannuzi. Indeed, as one center director observed, outreach programs can help ease the scheduling and logistical headaches which accompany the "one-person/one-audience" format, while also providing new intellectual opportunities for the internal programs of the Asian Studies Center themselves. Second, recognizing that public education requires special skills and commitment, institutionalized outreach centers serve an important liaison function between the academic specialists and non-specialist publics. Outreach program personnel can assist in the following ways: a) determining the various needs and interests of particular target audiences in the media, business, school, etc; b) helping select appropriate specialists and resources from the academic world to meet those needs; c) providing training for interested graduate students and faculty as they prepare for public education activities; and d) endeavoring to use the facilities of the "parent institution" to the fullest to suit the concerns of the broader public. Third, the expansion of outreach programs provides essential building blocks as we think ahead to national coordination of public education about Asia. Or to put it negatively: without an expansion of such institutionalized programs, Asian Studies outreach seems destined to a future of undisciplined adhocracy, draining enormous amounts of time with relatively limited results.

As several participants pointed out, there is no ideal model for outreach programs, but rather a range of possibilities for institutionalizing the outreach process depending on the capacities of particular academic centers and the needs of particular regions. That range of possibilities is introduced elsewhere in this report, and is amply illustrated in the descriptions of various programs submitted by Conference participants. Equally important, as new outreach centers emerge to complement the existing programs, is the need for regular communication and coordination on a nationwide basis. As one person put it, "I wish that we could have Wingspread Conferences of this sort four times a year." Several alternatives for communication and coordination were suggested in the course of private discussions held during the Conference. Existing networks, such as the Committee on Secondary Education of the Association of Asian Studies and FOCUS on Asian Studies (from the Service for Teachers of Asian Studies at Ohio State University), can assist in the information-sharing process. Several representatives from outreach programs proposed the creation of an Asian Studies Outreach Network that might sponsor a newsletter, hold periodic gatherings, and circulate high-quality curriculum materials. The newly-established China Council of The Asia Society is embarking on a variety of activities designed to provide a national public education center on China and United States-China relations. (See Description of the China Council Project - Appendix IV). As these various programs expand and take shape in the future, it is hoped that they will reinforce each other and encourage the badly-needed interaction between national goals and regional outreach centers.

WHAT GUIDELINES AND FINANCIAL SUPPORT?

Finally, the Conference focused on the "bottom line" issues. Julie White of the National Endowment for the Humanities provided a useful and detailed review of the Endowment's programs as they relate to outreach possibilities. She described NEH's commitment to providing start-up support for BAYCEP and the National Committee's Field Staffs, and its hope to "solicit proposals from other organizations which, through their activities and models, further the cause of what we have been calling outreach." She observed that "we only set the general areas of possible support through our four divisions (Fellowships, Research, Education Programs and Public Programs) . . . it's your job to set priorities by preparing proposals that fit into this broad framework." (Further information on these possibilities may be obtained by writing the National Endowment for the Humanities.)

Donald Bigelow, explaining the situation in the Office of Education, began by reiterating Robert Leestmas's statement of 1972: "In the future, NDEA Asian Centers will be expected to devote specific attention to elementary and secondary education and teacher training, as well as to producing academic specialists in Asian Studies." Both Bigelow and Richard Thompson noted that, in spite of this loose definition of outreach, several centers have responded forcefully and creatively to this call. Reviewing current legislative developments, Bigelow anticipated that by late 1975 approximately $13.5 million would be available for NDEA Title VI. He also noted that the American Council on Education, with support from a few Congressmen, was seeking a total NDEA Title VI appropriation of $70 million, divided into $35 million for regular academic programs and another $35 million for "citizens' education for global interdependence."

Given the delay in appropriating funds for NDEA Title VI, Bigelow observed that this Wingspread Conference had a special significance for the Office of Education. "What we learn here today will have a direct bearing as we go back to Washington to write new guidelines. We haven't settled the little details, the holes in our armour through which you will march . . . We are for outreach by any name. Now we have a chance to define it more specifically and to make us all accountable." (See Appendix I - 1976 NDEA Title VI Guidelines.)

Bigelow's statement encouraged participants to suggest possible guidelines for the Office of Education. Several expressed the hope that future guidelines would combine "flexibility with accountability." A number of center directors concurred that the Office of Education might enumerate types of activities which are defined as "outreach," while not forcing any institution into a particular program structure or into a set of mandatory functions. Each institution, therefore, would be expected to fulfill some of these outreach objectives, but would also have considerable freedom to define what cluster of outreach programs was more appropriate for its own situation. Among the range of suitable activities proposed were the following: a) appointment of a program coordinator and other staff to oversee an outreach center; b) cooperative ventures between an Asian Studies center and other university departments and schools; c) regional seminars and conferences for scholars; d) teacher training programs, curriculum development activities, and resource materials centers for teachers and the public; e) special programs for the business community, the media, public affairs groups, etc.

In response to the matter of accountability one NDEA center director pleaded, "Give us a budget percentage for outreach. Unless we have such

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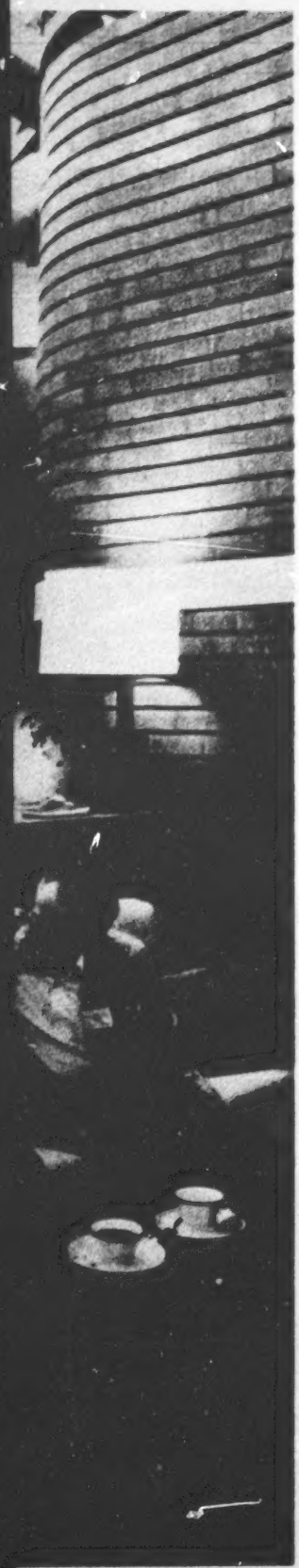

PARTICIPANTS AT WINGSPREAD CONFERENCE

1. Victor Li, Gari Ledyard, James Becker
   Jack Dull, R. Curtis Johnson, John McCoy

2. K.C. Chang

3. Katherine Pierson, Andrew Smith

4. Marion Levy

5. K.C. Chang, Ray Moore

6. Robert Oxnam, Douglas Murray,
   Peggy Blumenthal

7. Donald Bigelow

8. Morris Fred, Richard Thompson,
   Julie White

Photography by Lovice Becker

a percentage, the question of outreach expenditures will be the subject of endless debates." The percentage issue was discussed at length -- some felt that a low percentage would constitute a disincentive for certain centers which had already made strong commitments to outreach programs; others argued that a total lack of percentage expectations would create an unfortunate laissez-faire situation. Although no consensus emerged, Bigelow closed the discussion by hinting what may become the "bottom line": "I've heard figures 15% and 20% but no higher . . . . This and the previous commentary about guidelines gives us a lot to work with."

The Wingspread Conference closed with the strong sense that we are moving into a new phase in what is still awkwardly called "outreach." The meeting brought the conferees up-to-date on current developments in public education on Asian affairs, highlighted several possible guidelines for the future, and gave individual delegates many concrete ideas for their own institutions. Most important, the Conference heightened awareness that the "outreach community" is broad and diverse, and that each segment has its own expertise to contribute to the overall effort.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF POSTSECONDARY EDUCATION
WASHINGTON, D.C. 20202

January 8, 1976

Mr. Robert B. Oxnam
Program Director
China Council
The Asia Society
112 East 64th Street
New York, New York 10021

Dear Bob:

The report of the Wingspread Conference last September prompts me to make the following observations:

1. As a result of the opportunity to share information "and concerns about the university's role in school and community education," I was better able to see the overlapping of such terms as "outreach," "community education," and, subsequently, "citizen's education"--all of which appear at first blush to be common elements in the development of a new and larger constituency for "international education." There are indications that the centrality of the university specialist serving only his discipline and his own traditional needs is being replaced by a broader concept of the university making all of its specialized resources available to all parts of the educational enterprise, formal and informal.

2. As a result of our two days of deliberation, "outreach" is now far easier for me to define. It became apparent that everybody could not--need not--do the same thing, since some institutions are wholly unprepared to work well in certain areas. Nevertheless, there are so many areas of interest covered by "outreach" (opening libraries to other, neighboring colleges and universities, providing workshops for other college professors, enabling journalists and people in business to learn more about the particular world areas in which they were involved, etc.) that clearly there is something for everyone and every place to do. Most of all, our discussion helped me to see some of the problems of outreach as they relate to the preparation of our guidelines for the NDEA Title VI Language and Area and International Studies Centers for 1976-77. For this alone I would always be grateful for the meeting.

3. It seemed to me that the dialogue at Wingspread for teachers interested in East Asia could well be extended to other world regions and with mutual advantage all around. It is not too late to explore outreach in a more systematic fashion, not only within each separate world area, but among them.

To this end it is our hope that the next set of Title VI centers programs can be formally interrelated by systematic groupings, or clustering of the programs (I prefer to think of it as "networking") in order to provide continuous opportunity for the staff and participants on one campus to share common concerns with those on closely related campuses. The possible common concerns are many: a given subject area or language, the development of teacher education and the subsequent education of elementary and secondary students, the preparation of teaching materials, etc.

4. In short, Wingspread provided both the impetus and a model for bridging the gap between the traditional past when specialists were the single "product" of centers and a tomorrow when specialists are seen as but part of the concern and resources of a center.

5. Finally, Wingspread was timely for other reasons, one of them personal. Because of my "ten-year sabbatical"--as Don Shively called the intervening years between my earlier association with Title VI and my reappearance, I needed the "refresher" course that I got at Wingspread. Not only did it bring me up to date rather abruptly, but it caused me to see many more opportunities for service than existed when the program first began in 1958-59. I strongly suspect others would benefit as I did from future meetings like the one at Wingspread.

Sincerely,

Donald N. Bigelow, Chief
International Studies Branch
Division of International Education

Appendix I

1976-79 NDEA CENTER GUIDELINES

Criteria by which the U.S. Office of Education will evaluate proposals from universities seeking NDEA funding for Phase III (1976-79) were published in the February 9, 1976 Federal Register. The following excerpt from the Federal Register discusses the required "outreach component" of future Center proposals:

"In addition to providing specialized training, centers shall include "outreach" activities to agencies, organizations, and individuals outside the university interested in the resources of the center. Centers shall provide such "outreach activities" in two or more of the following areas, at least one of which shall be either (1) or (2) below: (1) assistance to other institutions of higher education including public and private four-year colleges, particularly those with teacher education programs, and two-year colleges (such as sharing of library resources, faculty workshops, and cross-registration of students); (2) assistance to state and local elementary and secondary educational agencies (such as in-service teacher training, bibliographic assistance, textbook evaluation, curriculum development, and direct instructional services); (3) assistance to the business community (such as workshops and special courses); and (4) sharing of resources (such as general lectures, films, and book and art exhibits) with the community at large. For such activities, centers shall expend an amount which represents at least 15 per cent of the grant funds awarded under the program. Furthermore, one of the criteria used for evaluating applications for centers is the extent to which the applicant is carrying out or will carry out such activities.

"Outreach activities may take a variety of forms, as appropriate to the Center's purposes and resources and to the needs and interests of such interested parties as other institutions of higher education, elementary and secondary educational agencies, business, and the community at large. Information about examples of outreach activities which have been undertaken by centers is available from the Division of International Education, Bureau of Postsecondary Education, Office of Education, Washington, D.C. 20202. However, no list of past or present examples should be considered complete; centers are encouraged to be imaginative and to create appropriate categories of activities here as well as in their core instructional offerings."

ORGANIZATIONS INVOLVED IN UNIVERSITY-BASED OUTREACH

The China Council of The Asia Society (112 East 64th Street, New York, New York 10021) has available on request a compilation of program descriptions from each of the institutions participating in the Conference. For more detailed information on any specific program, the reader might wish to contact individuals at each institution directly, at the addresses listed below:

East Asia NDEA Centers for Language and Area Studies

Amherst College
East Asian Studies Program
Amherst, Massachusetts 01002
Director, Professor Ray A. Moore

Carleton College
East Asian Language and Area Studies Center
Northfield, Minnesota 55057
Director, Professor John C. Perry

University of Chicago
Far Eastern Language & Area Center
Chicago, Illinois 60637
Director, Professor Tetsuo Najita

University of Colorado (with University of Denver)
Center for East Asian Studies
University of Colorado
Boulder, Colorado 80302
Director, Professor R. Curtis Johnson

Center for Teaching International Relations
University of Denver
Denver, Colorado 80210
Director, Mr. Andrew Smith

Columbia University
East Asian Language & Area Center
New York, New York 10027
Director, Professor Gari K. Ledyard

Cornell University
East Asian Language and Area Studies
Ithaca, New York 14860
Director, Professor Martie Young

Duke University
Center for East Asian Studies
Durham, North Carolina 22706
Director, Professor Arif Dirlik

Harvard University
Language & Area Center for East Asian Studies
Cambridge, Massachusetts 02138
Director, Professor Donald H. Shively

University of Michigan
East Asian Language & Area Center
Ann Arbor, Michigan 48104
Director, Professor Robert E. Cole

Project on Asian Studies in Education (PASE)
Center for Chinese Studies
300 Lane Hall
University of Michigan
Ann Arbor, Michigan 48104
Coordinator, Mr. Michael Fonte

Princeton University
International Center for East Asian Studies
Princeton, New Jersey 08540
Director, Professor Frederick W. Mote

Stanford University (with University of California, Berkeley)
Joint NDEA East Asian Language & Area Studies Center
Stanford, California 94305
Co-Director, Professor Albert E. Dien
Co-Director (Berkeley), Professor John Jamieson

Bay Area China Education Project (BAYCEP)
Box 2373, Stanford, California 94305
Director, David Grossman

University of Texas
Center for Asian Studies
Austin, Texas 78712
Director, Professor F. Tomasson Jannuzi

Texas Program for Education Resources on Asia (TEXPERA)
Coordinator, Professor Gordon Bennett

University of Virginia
East Asia Language and Area Center
Charlottesville, Virginia 22901
Director, Professor Ronald G. Dimberg

University of Washington
East Asian Language & Area Studies Center
Seattle, Washington 98105
Director, Professor Roy Miller

East Asian Resource Center
Institute for Comparative and Foreign Area Studies
Seattle, Washington 98105
Coordinator, Linda Cheever

Yale University
Language & Area Center for East Asian Studies
New Haven, Connecticut 06520
Director, Professor K.C. Chang
Associate Director of Outreach Program, Nancy Remington

Other University-Related Programs

Great Lakes Colleges Association
Center for East Asian Studies
National Road West
Richmond, Indiana 47374
Director, Professor Jackson Bailey

Learning Environment
Graduate School of Education
Harvard University
Longfellow Hall
Appian Way
Cambridge, Massachusetts 02138
Coordinator, Ms. Sarah L. Benet

Mid-America Center for Global Perspectives in Education
Social Studies Diffusion Project
1129 Atwater
University of Indiana
Bloomington, Indiana 47401
President, Mr. James Becker

University of Missouri
Asia Resource Center
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Columbus, Ohio 43210
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Appendix III

STATEWIDE APPROACHES TO CHANGE IN INTERNATIONAL/INTERCULTURAL EDUCATION

Of the numerous studies and surveys in this field, few unfortunately are up-to-date; even fewer speak to the issue of what role universities can play in improving international education outside their own walls. Two of the most recent reports in this area provide a general overview of the field and might be of interest to area centers concerned with this effort; both are unpublished but available from the institutions which sponsored them.

1. Hayden, Rose Lee, "Statewide Approaches to Change in International/Intercultural Education," August 1975. This report, prepared by the staff of the American Council on Education's International Education Project, grows out of an earlier Wingspread conference and summarizes the "record to date" as well as five "successful examples or models of educational change." The five state efforts studied in depth are Indiana, New York, North Carolina, Texas, and Wisconsin.

2. Juncker, Sigrid, "International Education Concerns and Activities of State Education Agencies," November 1975. This preliminary survey, produced by the New York State Education Department's Center for International Programs and Comparative Studies, analyzes each state's program according to the following categories: teacher credit for overseas experience; transfer of foreign credit; leave for foreigh teaching; in-service training programs for teachers; citizenship requirements; inclusion of international education concepts and specific courses in state social studies curricula; state-wide production of materials dealing with this topic; expansion of foreign language instruction and bilingual/bicultural education; international exchange programs for students and teachers.

A brief list of earlier publications related to the role of the states, drawn from the footnotes of the Hayden report cited above, follows:

Byrnes, Robert F. (ed.), The Non-Western Areas in Undergraduate Education in Indiana, Bloomington: Indiana University Publications, Slavic and East Europe Series, Vol. XV, 1959.

Harcleroad, Fred and Alfred Kilmartin, International Education in the Developing State Colleges and Universities (A report of a Study Conducted for the Association of State Colleges and Universities, Washington, D.C.), November 1966.

Morehouse, Ward, The International Dimensions of Education in New York State: Guidelines for the Development of Foreign Area Studies in New York Schools and Colleges and for Strengthening the Role in International Education of the State Education Department, Albany: University of the State of New York, 1963.

Morehouse, Ward, "The Paradox of the Inverted Ostrich: State Leadership and Education for Global Survival in the 1970's," in: Frank Klassen, David G. Imig & Joost Yff, The International Dimension of American Teacher Education, A Survey of International Education in Teacher Education Programs of American Colleges and Universities (A report prepared for the Bureau of Educational Personnel Development, Office of Education, Department of Health, Education and Welfare), Washington, D.C.: American Association of Colleges for Teacher Education, Fall 1972, pp. 4.53-4.76.

Morehouse, Ward, "Provincialism and Constitutionalism: The Role of the States in Foreign Area Studies," The Annals of the American Academy of Political and Social Sciences, Philadelphia, Vol, 356, November 1964, pp. 119-125.

Morehouse, Ward, State Leadership in International Education, Denver: Education Commission of the States, July 1969 (Report no. 14).

New York State Education Department, International Dimensions of Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany: The State Education Department, January 1970.

New York State Education Department and U.S. National Commission for UNESCO, American Education in a Revolutionaty World: The Role of the States (Report of a Conference on the Study of other Peoples and Cultures in the Schools and Teacher Education with Particular Reference to the Role of the States in Strengthening Such Study, Gould House April 22-24, 1964), Albany: University of the State of New York, 1964.

Regional Educational Agencies Project (Alabama, Louisiana, Tennessee, Texas) in International Education, A Guide for Implementing International Education Programs, funded under Title V, Section 505, Elementary and Secondary Education Act, Public Law 89-10, Austin: Texas Education Agency, Office of International and Bilingual Education, December 1970.

THE CHINA COUNCIL

OF

THE ASIA SOCIETY

In recent years, considerable American attention has focused on China partly in connection with new diplomatic openings, the revival of Sino-American trade, and the visits of almost 10,000 American citizens to the People's Republic of China. In spite of such increased attention, however, most Americans still only have a dim awareness of Chinese tradition and the emergence of new China's society, culture and world power. For some, China is an exotic and distant culture; for others, it arouses the passions of love and hate. But all Americans should probe beyond the exotica and passions for better understanding of the deeper human questions raised by the Chinese experience and by our perceptions of that experience.

To meet the need for better understanding, The Asia Society, a non-political educational organization with considerable experience in Asian art, literature, and contemporary affairs, has embarked on a China public education program. It seeks nation-wide outreach through:

1. Publication of studies on various aspects of Chinese civilization and consideration of the implications of the Chinese experience for ourselves and other parts of the world; such studies will be written by specialists to synthesize current research in a style appropriate for the non-specialist American public.

2. Provision of briefings for the media and development of appropriate briefing materials with the intention of longterm media outreach activities.

3. Creation of a network of regional China councils in several areas of the United States to disseminate materials and programs, and to stimulate broader understanding of China among the American public.

4. Development of public education materials (in addition to the studies) including China resource guides; curriculum materials designed not only for schools, but also for adult self-study; audiotapes, videotapes, and films.

5. Maintenance of a regular series of China-related events at Asia House in New York including lectures, films, symposia, exhibits, and performances.

We have established a twenty-four-person China Council drawn from across the United States; approximately half of the Council will be China scholars representing various regions, disciplines, and political perspectives; the other half is drawn from the ranks of journalism, business, university and secondary education, and public affairs organizations. The Council will thus combine expertise from several fields and provide many avenues for public education.

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LINKAGES WITH SCHOOL AND COMMUNITY

WINGSPREAD - SEPTEMBER 1975

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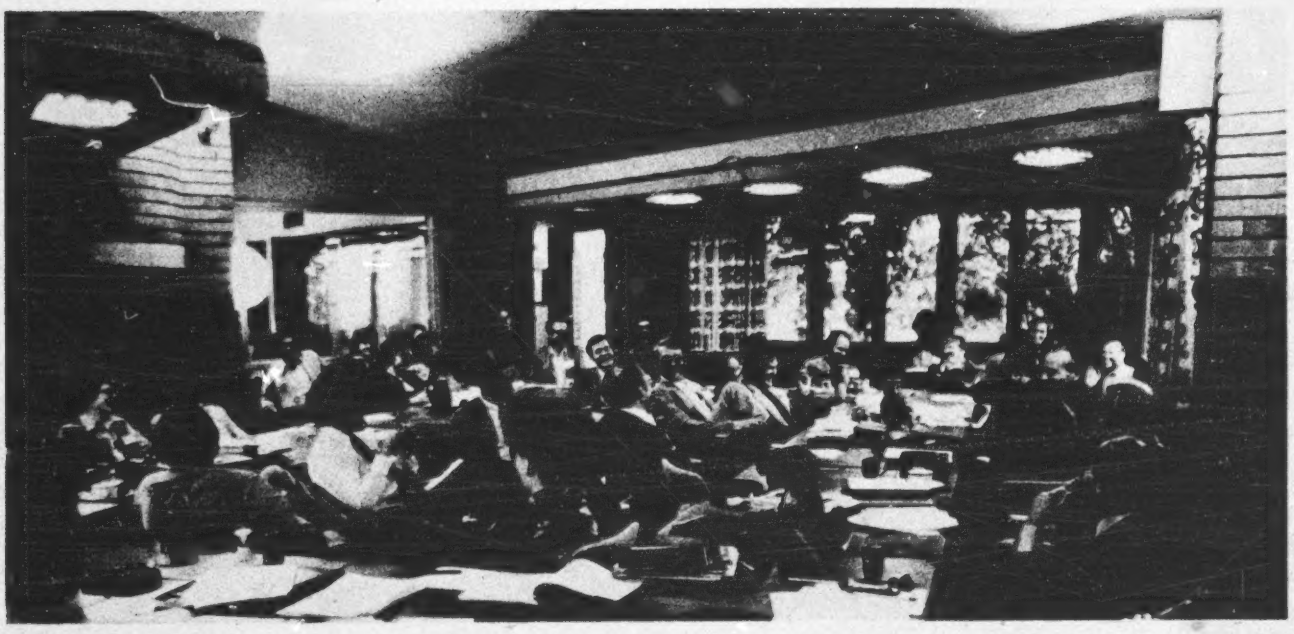


OUTREACH FROM THE JOHNSON FOUNDATION

The preceding pages of this report set forth thoughts and insights of leaders concerning university outreach programs on East Asia. As universities seek opportunities to respond to needs in the community, so too, The Johnson Foundation seeks to share the content of Wingspread conferences as widely as possible.

The major avenue of Johnson Foundation program outreach is, of course, the conference participants themselves and what they carry away from Wingspread to share in their many spheres of activity. Augmenting that outreach are printed reports such as this and the Foundation's public affairs radio series Conversations from Wingspread.

The weekly radio series Conversations from Wingspread is broadcast on stations in more than 90 cities throughout the United States. Winner of a Peabody Award for "Distinguished and Meritorious Public Service in Broadcasting," the series covers a broad spectrum of subject matter, ranging from the concerns of contemporary American society to international crisis. On the programs, authorities from the United States and abroad informally discuss matters of concern.

Responding to increasing numbers of requests from listeners from all parts of the United States for copies of the programs, the Foundation now makes available cassette tapes of the programs for educational use. A charge of $2 per tape covers the tape and shipping costs. Requests for tapes are invited from individuals, schools, colleges and organizations.

Program tapes relating to Asia, the area of interest covered in this Wingspread Report, include:

Program Title	Tape Number
United States-China Cultural Exchange	R-3, R-4
Social Change in the United States and Japan	R-13
United States-Japan Security Issues	R-16
Economic Issues Between the United States and Japan	R-17, R-79
The Post-Vietnam World	R-23
Education in China	R-43
China After the Cultural Revolution	R-46
A Visit to China (First hand accounts)	R-56, R-234, R-264
Our Relationship with Japan	R-80
An Exercise in International Cooperation-The Mekong River Project	R-86, R-87
Health Care in the People's Republic of China	R-91, R-92
Japan in Today's World	R-100
How a Small Nation Sees Our World (Ceylon)	R-111, R-273
The United States and China	R-127, R-128
One of the World's Most Influential Women: A Profile of Madame Mao	R-142
India Today	R-174
Population Control: India	R-175
Auroville and the Sri Aurobindo Ashram	R-182
The United States and Japan: Social and Cultural Contrasts	R-255
The United States and Korea	R-281
The United States and China: Mutual Images	R-283
United States-China Relations Since Ping Pong Diplomacy	R-284

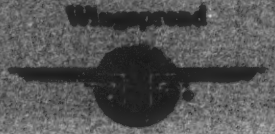
Available for each radio tape is a one-page synopsis of the matters discussed and a list of participants. For synopsis sheets and tapes write directly to:

Conversations from Wingspread

The Johnson Foundation
Racine, Wisconsin 53401

As a private operating foundation, The Johnson Foundation has as its principal activity the planning and carrying out of educational conferences at Wingspread in four broad program areas - educational excellence, international understanding, improvement of the human environment, and intellectual and cultural growth. The Johnson Foundation does not take a position on the issues and topics discussed at Wingspread and production of radio programs, of course, does not imply approval.

In its role as convener, The Johnson Foundation provides an environment that stimulates deliberation, the sharing of experience, and the creative powers of the individual.



The building Frank Lloyd Wright called Wingspread, situated on a rolling prairie site just south of Racine, Wisconsin, was designed in 1938 as a residence for the Johnson family. In 1960, through the gift of Mr. and Mrs. H. F. Johnson, it became the headquarters of The Johnson Foundation and began its career as an educational conference center.

In the years since, it has been the setting for many conferences and meetings dealing with subjects of regional, national, and international interest. It is the hope of the Foundation's trustees that Wingspread will take its place increasingly as a national institution devoted to the free exchange of ideas among people.

The rolling expanses of the Midwestern prairie was considered a natural setting for Wingspread. In the limitless earth the architect envisioned a freedom and movement. The name Wingspread was an expression of the nature of the house, embracing aspiration through spread wings — a symbol of soaring inspiration.

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The Johnson Foundation encourages the presentation of a variety of positions [illegible] in the belief that responsible analysis and progress should result. Statements and opinions [illegible] The Johnson Foundation [illegible] the publication of various points of view [illegible] Wingspread [illegible] of the Foundation [illegible] of the Board of Trustees [illegible] expressed [illegible] The Johnson Foundation [illegible]